



Developing Musicianship Through Ear Training and Sight Reading

By: Janet Fothergill

Music in our everyday lives – the simple act of listening to a performance at a concert or on the radio or television, or the girt and privilege of playing or singing ourselves – is, without doubt, one of life's greatest pleasures. For some, an aesthetic experience is sufficient, but students of music acquire a closer relationship with music: they develop and apply



conscious thought to identify the myriad of rhythmical patterns and tonal shapes that are the very basis of musical sound. We, as teachers, can help our students to learn the art of critical listening, and guide their evolving musicianship. In the words of Hungarian composer and pedagogue Zoltan

Kodaly, "a trained ear, a trained intellect, a trained heart and trained fingers... must be developed simultaneously and kept in constant equilibrium."

Janet Fothergill holds an ARCT diploma from The Royal Conservatory of Music and an LTCL diploma from Trinity College of Music, London. She is a faculty member of The Royal Conservatory of Music, where she teaches piano, theory, ear training, and sight-reading. She is also active as an adjudicator for music festivals and she has led workshops on Canadian music. Ms. Fothergill is a member of the RCM Examinations College Examiners.

DID YOU KNOW?

Successful completion of the RCM Grade 7 examination (including Grade 1 music theory) is recognized by the Ontario Ministry of Education as a credit towards the Grade 11 Ontario High School Diploma. Successful completion of the RCM Grade 8 examination (including Grade 2 music theory) is also recognized as a credit towards the Grade 12 Ontario High School Diploma. Any musical instrument is accepted, including voice (but excluding speech arts).

Royal Conservatory of Music 2006/2007 Examination Dates

Winter Session

Application Deadline

November 1, 2006

Theory Examinations

December 8 & 9, 2006

Practical Examinations

January 15-27, 2007

Spring Session

Application Deadline

March 6, 2007

Theory Examinations

May 11 & 12, 2007

Practical Examinations

June 4-23, 2007

Summer Session

Application Deadline

June 5, 2007

Theory Examinations

August 10 & 11, 2007

Practical Examinations

August 13-25, 2007

For more information, please ask us.

IMA welcomes new students

Aaron W. (RCM piano 3)
Bryan Z. (guitar)
Clemens T. (violin)
Dean G. (guitar)
Diane T. (violin)
Gary C. (guitar)
Hesam F. (piano)
James G. (piano)
Jessica N. (piano)
Jonathan P. (RCM harmony 3)
Judy Y. (piano)
Justin N. (violin)
Justin S. (RCM violin 5)
Judy Z. (RCM clarinet 8)
Kathryn B. (RCM piano 7)
Kush P. (piano)
Marco G. (banjo)
Maria P. (RCM violin 3)
Milan P. (piano)
Stacey M. (keyboard)
Stanley Y. (RCM trumpet 3)
Stella S. (keyboard)
Steven W. (RCM flute 6)
Suzette C. (RCM piano 5)
Xian Xin D. (RCM trumpet 8)

TIPS FOR PARENTS

Musical education is an asset to your life and your child's future. It has many positive effects on children's emotional and intellectual growth. It provides a sense of pride and accomplishment for the family and offers several opportunities for a quality family time. In addition, music education helps developing:



- Self-confidence and esteem
- Problem solving skills
- Co-ordination skills
- Self-expression
- Memory skills
- Concentration
- Goal setting
- Poise

It is important to provide your child with optimal support and encouragement during his or her studies so that the experience of learning to play and the enjoyment of music is as rewarding as possible.

Success requires effort and dedication. The Academy expects students to practice 7 days a week at least 30 minutes at the beginner level, at least 60 minutes at the intermediary level, and at least 90 minutes at the advanced level.

As a parent, you can help your child's education in music by:

- Providing a quiet place for practicing
- Scheduling a regular time for and duration of each practicing
- Helping your child to develop a habit for regular practicing
- Remaining nearby during practicing
- Praising your child's efforts and achievements

The Academy strives for excellence and will offer support to students who show commitment and dedication to their music instrument.

LOS ANGELES (AP) - Rhythm, melody and harmony stimulate several areas of the brain, suggesting that music could be used to help repair everything from damaged speech to damaged emotions, researchers say. Classical music training also may enlarge parts of the brain, researchers said Sunday at the Society for Neuroscience annual meeting.

Scientists have long wanted to know how the brain responds to sound and rhythm, how musical studies affect brain wiring and how the brains of the musically talented differ from those of the nonmusical.

"Undeniably, there is a biology of music," said Dr. Mark Jude Tramo, a neurobiologist at Harvard University Medical School.

"Music is biologically part of human life, as music is artistically a part of human life."

Dr. Gottfried Schlaug of Beth Israel Deaconess Medical Center in Boston reported that the cerebellum is larger in classically trained male musicians than in men who don't play a musical instrument. Schlaug and fellow researchers used magnetic resonance imaging to compare the brains of 32 right-handed musicians with 24 right-handed men who did not play instruments. They found a 5 percent difference in the volume of the cerebellum.

"Finding evidence like this is sort of remarkable. The structure seems to adapt" to early years of training and practice, Schlaug said. "Musicians are not just born with these differences."

Anne Blood, a researcher in neuropsychology at the Montreal Neurological Institute and McGill University in Canada, examined emotional responses to music among those with untrained ears. Brain imaging scans showed that different regions of the brain respond to pleasant, harmonious musical sounds and to musical sounds that clash, she said. And brain regions that turned on during emotional responses to music were different from those previously observed.

As the music increased in unpleasantness, an area on the right side of the brain important to emotion -- the parahippocampal gyrus -- became active. On the other hand, as the music increased in pleasantness, other areas on the left and right side that control emotions activated.

"Some day this research will help us to understand how different types of music can help in different kinds of neurological disorders," Ms. Blood said.



"The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift."

Albert Einstein